ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001028	N.A.	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S):
School-Community Coordinating Team

5. TITLE OF DOCUMENT ABSTRACTED:
Job Analysis

6. PUBLICATION TITLE:
N.A.

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☐
FOLLOW-UP ☐

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. School-Community Coordinating Team
ST. Philadelphia, Pa.
CITY, STATE

9. PUBLISHER OR SOURCE
Great Cities School Improvement Program

TELE. EXT.
INST/LOC CODE

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	Jul. 60	10

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
job analyses

16. INDEXING TERMS (6-12)

Ford project	language arts	language laboratories	job profiles
cultural enrichment	community coordinators	school-community coordinators	
school counselors	school nurses	culturally disadvantaged	
		Great Cities	job analysis
		employee responsibilities	

17. ABSTRACT (MAX. 250 WORDS)

The Ford Foundation Project in Philadelphia (The Great Cities School Improvement Program) is based on the belief that changes can be made in the aspiration, achievement, and adjustment patterns which youth tend to follow under conditions of cultural deprivation. Attitudes and practices prevailing in the home and community directly affect the readiness of boys and girls for learning and the quality of their performance in school. To this end the specific responsibilities of the various members of the school-community coordinating team are stated: 1) the school counselor is responsible for the effectiveness and implementation of the counseling program. He is to see that all affected persons, (teachers, parents, and other personnel) understand its procedures and objectives, 2) the language arts consultant is concerned with curriculum planning and materials, teacher training, language laboratory direction, and coordinating activities, 3) the Puerto Rican Community Coordinator endeavors to draw the Puerto Rican community into a self-improvement program as it relates to school improvement, 4) the school nurse should endeavor to promote good health practices within the school and the community by providing both health care and education. She should also be aware of other health programs available within the community and encourage their utilization, 5) the language-laboratory teacher works with children, teachers, and parents to improve communication skills throughout the community, and 6) the school-community coofdinator works in a number of diversified activities directed at the improvement of each pupil's out-of-school life.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

RG 5 13

FORD FOUNDATION PROJECT
GREAT CITIES SCHOOL IMPROVEMENT PROGRAM
SCHOOL-COMMUNITY CO-ORDINATING TEAM
PHILADELPHIA, PENNSYLVANIA

SCHOOL COUNSELOR - JOB ANALYSIS

Procedures and services established in the Philadelphia counseling program will require little modification in order to adapt to the needs of the Ford Project. Individual guidance to pupils and their parents is already an intrinsic and important phase of the daily work of our school counselors. The objectives of the Ford Project can best be implemented through the retention of current counseling practices. There will need to be, however, a clarification of relationships between the work of project team members and that of the school counselors. This will necessitate understanding on the part of all team members and the school faculties of the nature of the counseling program, the process of referral and the specific service which the counselor may offer to the total school instructional program.

The school counselors, therefore, will need to engage in the following activities in relation to the Ford Project:

1. Orient all team members (particularly the school-community co-ordinators) in an overview of the various functions and responsibilities of counseling.

2. Delineate the kind of problems which appropriately should be considered when referring a pupil or parent to the counselor for guidance or for agency assistance.

3. Indicate the unique responsibility and competence of the counseling service for securing information from social agencies and the importance of using the counselor for contacting such agencies.

4. Arrange inter-agency conferences to determine primary responsibility for planning for the benefit of the family.

5. Request team study of particular counseling cases that would assist the project members to gain insights into problems affecting the outcome of the project.

6. Establish criteria for selecting children for intensive counseling service.

7. Be prepared to inform school personnel of school and community problems which impinge upon the achievements, aspirations, and adjustments of pupils.

8. Refer pupils and parents to team and faculty members for special attention and service.

9. Be prepared to interpret the counseling service to parent groups and community organizations.

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July 13, 1960.

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FORD FOUNDATION PROJECT
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SCHOOL-COMMUNITY CO-ORDINATING TEAM
PHILADELPHIA, PENNSYLVANIA

LANGUAGE ARTS CONSULTANT - JOB ANALYSIS

A. Curriculum Planning and Materials

1. Plan school curriculum with principals.

2. Serve on school curriculum committees.

3. Prepare curriculum materials for use in the four schools.

B. Teacher Training

1. In-service courses
   a. On school time (released teacher basis).
   b. At luncheon meetings.
   c. At after school sessions (if necessary).

2. Faculty meetings.

3. Workshops and discussion meetings.

4. Classroom demonstration and observation.

C. Language Laboratory Direction

1. In-service training of language laboratory teacher.

2. Aid in setting up of laboratory.

3. Aid in choosing books and materials for laboratory.

4. Aid in planning specific program of laboratory and choosing of groups for experimentation.

5. Demonstration for language laboratory teacher.

6. Working out of record-keeping forms for laboratory teacher.

7. Check on work of laboratory teacher.

D. Co-ordinating Activities

1. Meet with teacher aide and co-ordinators to prevent duplication and to harmonize programs.

July 13, 1960.

FORD FOUNDATION PROJECT
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PUERTO RICAN COMMUNITY CO-ORDINATOR - JOB ANALYSIS

1. To seek out and utilize the Puerto Rican leadership of the community.

2. To guide the school in the proper methods of communicating with the Puerto Rican community.

3. To translate into Spanish communications sent to the community.

4. To assist home and school association leaders in getting the Puerto Rican community active in the affairs of the association.

5. To help non-Puerto Rican community to understand and to become acquainted with the Puerto Rican community.

6. To interpret school policies, procedures, objectives, goals, and aspirations to the Puerto Rican community.

7. To organize the Puerto Rican community through group and individual discussions and meetings in the community, in the home, and in the school for constructive action.

8. To inform the staff as to the nature of the Puerto Rican community, the Puerto Rican parent, and the Puerto Rican child.

9. To do this through carefully planned meetings at which Puerto Ricans of the immediate community and of the city community might speak.

10. To arrange for possible home-school visitation between teachers and parents.

11. To arrange for home-school visitation with the Puerto Rican community -- to get parents and children to feel welcome at the school.

12. To arrange for enrichment trips for Puerto Rican children and parents.

13. To utilize the strengths of the Puerto Rican community in the school program. (Parent participation in assemblies, classroom activities, etc.)

14. To assist in adapting the curriculum to the needs of the community.

15. To acquaint parents with school and community services, their locations, and their purposes.

16. To bring to the attention of the principal, the counseling teacher, the nurse, and the teacher, children and parents with unusual abilities and problems. To co-ordinate these services so that abilities might be promptly channeled and problems promptly attacked.

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July 13, 1960

FORD FOUNDATION PROJECT
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SCHOOL NURSE - JOB ANALYSIS

1. To appraise in detail the health needs of the school and the community.

2. To develop co-operatively with the team, the school staff, the children, and the community a sound health program.

3. To keep all the people involved in the health program fully informed as to how the program is being developed and implemented.

4. To evaluate the program regularly; to keep records which will assist in the evaluation; to inform all people engaged in the program concerning these evaluations.

Specific Activities in Which the Nurse Might Engage

1. Motivates parents and children towards acceptable health standards by stressing and teaching:
   a. Good nutrition.
   b. Good personal hygiene, including oral and mental.
   c. Good home hygiene and sanitation.
   d. Safety in the home and first aid.
   e. Complete dental care every six months.
   f. Need for prompt medical care for illness or injury.
   g. Complete immunization program during the first year of a child's life. Booster shots when needed.

2. Guides parents to understand their children's handicaps and assists them to secure treatment for these handicaps (visual, auditory, orthopedic, etc.) as soon as possible after they are discovered.

3. Serves as a health consultant for the school and the parents. Guides parents and teachers to be alert in spotting and reporting difficulties.

4. Helps parents to understand their responsibility in maintaining the best possible health achievement for their children.

5. Informs pupils, parents, and staff of available school and community health resources and social agencies. Maintains close liaison with these agencies and utilizes their services to the fullest possible extent.

6. As soon as possible, brings to the attention of the teacher, the counselor, and the principal, children who present health problems of an unusual nature so that these individuals might help to see that prompt diagnostic treatment or necessary school adjustment be secured.

7. Engages in health appraisal procedures required by law such as:
   a. Medical examinations.
   b. Annual checks of vision, hearing, height and weight, etc.

8. Gives first aid and emergency care utilizing each incident as a teaching opportunity.

9. Keeps complete and accurate records.

10. Plans a full preventive health education program which will include carefully prepared meetings with the school staff, the home and school association, special groups of parents, community groups, and student groups and classes.

11. Serves as a health consultant for the community.

Preparation for these Activities — A Framework

1. Develop a complete local community health facilities directory.

2. Develop and maintain a current list of speakers, films and audio-visual aids for teaching nutrition; personal, home and community hygiene; safety, accident prevention and first aid; physical fitness and preventive health.

3. Keep a record of:
   a. All corrections of pupil physical defects.
   b. All pupil visits to free dental clinics.
   c. The number of all dental corrections.
   d. The number and percentage of pupils newly admitted to kindergarten or first grade without basic immunization against diphtheria, tetanus, pertussis, and poliomyelitis; also without vaccination against smallpox - each school term or year.
   e. An annual summary of physical defects found and treated during each school year is routinely made and retained in all schools in Philadelphia.

4. Plan for regular conferences with school team or any part of it designated by principal to give an organized report on the above and to plan a program to meet existing health problems.

5. Plan a program of nurse-teacher conferences and classroom talks covering all classrooms or advisory groups at least once each term or year.

6. Visit homes or request interviews in school for conferences with parents of pupils with special health problems.

7. Plan with principal for group talks and/or discussions with parents of newly admitted pupils each term or year for the purpose of interpreting preventive health and use of community facilities.

8. Attend all meetings of the Health Workers of the North Central Area Health and Welfare Council to keep posted on community health. (These meetings are held from 12 noon to 2:00 p.m. on a stated day every other month.)

Community Health Facilities Directory

Hospital Clinics (schedules in rear)	
Philadelphia Department of Public Health	MU 6-9700, LO 7-0290
For communicable disease reports	" "

Consolidated Health Center - 415 Girard Avenue Dr. Mary Bazemore, Director Mr. Joseph Sullivan, Administrative Assistant Mrs. Ethel Taylor, Supervisor - Public Health Nursing Mr. Thomas Russell, Health Educator Mr. Harvey Whitman, Sanitation Officer	CE 6-1560
Casa del Carmen Child Health Conference - 1444 N. 7th Street (for Puerto Rican children)	PO 9-1636
Consolidated Health Center - 20th and Berks St. X-ray Dept.	PO 3-1744
Temple University Dental Clinic - Broad and Westmoreland Sts.	BA 9-8500
Mouth Hygiene Dental Clinic - 1339 Locust Street	KI 5-6981
North Branch Visiting Nurse Association - 1020 W. Lehigh Ave.	BA 9-2043
Tuberculosis and Health Association - 311 S. Juniper Street	PE 5-2200
North Central Area Health and Welfare Cl. - 1900 N. Park Ave.	CE 2-9911, 9912
Institute for Mental Hygiene, Pennsylvania Hospital 111 North 49th Street	GR 2-1100
Mrs. Lois P. Davis, Homemaking Consultant, Division of School Extension - Elverson School - 13th and Susquehanna Ave.	PO 9-1448
School Medical Division, State Department of Public Welfare 1400 Spring Garden Street	LO 8-4000, Ext. 209

FORD FOUNDATION PROJECT
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LANGUAGE LABORATORY TEACHER - JOB ANALYSIS

A. Activities Involving Children

1. Provide an enrichment program for children who are academically talented. This program might include the following:
   a. Creative writing.
   b. Guided recreational reading.
   c. Poetry.
   d. Publishing school paper.
   e. Advanced study skills.

2. Plan a program to help the children who are not accepted by the reading adjustment teacher because they are poor risks. This program might include the following:
   a. Tape recorder (to improve speech).
   b. Recordings (to develop listening skills).
   c. Visual aids (to provide vicarious experiences).
   d. Trips (to enrich experiential background).

3. Sponsor dramatic club or choral speaking group.

4. Develop with children a background for understanding of plays, concerts, to which children will be taken after school and on Saturdays.

B. Activities Involving Teachers

1. Help teachers group children for instruction.

2. Assist with the preparation and administration of informal reading inventories.

3. Analyze and interpret test results.

4. Help teachers plan to meet the needs revealed by tests and observation.

5. Make a careful analysis of faulty speech patterns and expressions. Help teachers plan a program to eliminate these.

6. Co-ordinate the language arts program of the school.

7. Plan bulletins, workshops, grade meetings, etc., as they are needed.

8. Assist teachers with voice improvement.

9. Assist with the preparation of materials for teaching the social amenities.

10. Assist with the preparation of independent learning activities.

11. Secure programs of children's plays and concerts and schedule children and teachers who will accompany them.

C. Activities Involving Parents

1. Speak to parent groups pointing out ways they can help improve the communication skills of children.

2. Conduct workshops for parents.

3. Prepare notices to parents concerning the language arts program.

4. Make home visits. (Help parents provide suitable space and conditions for study. Arrange for such a place in school where home conditions are not suitable.)

5. Help parents select books for children to read.

6. Arrange for book sale and exchange in the school.

7. Organize parent clubs for reviewing, selecting, purchasing, and repairing books.

D. Materials Needed in the Language Laboratory

1. Books (literature, poetry, supplementary readers, references, dictionaries, etc.).

2. Sound equipment (tape recorder, phonograph, records).

3. Visual aids (picture collections, filmstrips, object collections, materials to stimulate discussion and to build vocabulary).

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GREAT CITIES SCHOOL IMPROVEMENT PROGRAM
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PHILADELPHIA, PENNSYLVANIA

SCHOOL-COMMUNITY CO-ORDINATOR - JOB ANALYSIS

The Ford Project in Philadelphia is based on the belief that changes can be made in the aspiration, achievement, and adjustment patterns which youth tend to follow under conditions of cultural deprivation. Attitudes and practices prevailing in the home and the community directly affect the readiness of boys and girls for learning and the quality of their performance in school.

The importance of the work of the school-community co-ordinator becomes apparent in the light of changes which must occur in the home life and the community environment if the school is to realize its potential for enriching and broadening the perspective of most of the pupils. The co-ordinator will find it necessary to engage in a number of diversified activities. All of these will be directed at the improvement of each pupil's out-of-school life. As the work of the school-community co-ordinator becomes effective and the school's program develops, there is the hope that each pupil, according to his individual capacities, will seek higher personal goals, will experience improved scholastic achievement, and will increasingly adjust himself to the social and educational disciplines required for democratic living.

The responsibilities of the co-ordinator will be compatible with her particular school team. In addition, she will specifically need to:

1. Work directly with individual parents in their homes.
2. Meet and plan with parent groups.
3. Enlist and encourage the participation of parents in appropriate school activities.
4. Develop and maintain contacts with community organizations, local religious institutions, and youth-serving agencies.
5. Refer parents with particular problems to proper school personnel (i.e. counselor, nurse, principal, vice-principal).
6. Interpret goals of the school to parents and community.
7. Keep team informed regularly regarding plans, problems, and progress of the co-ordinator's efforts.

The school-community co-ordinator, in order to fulfill these responsibilities, should perform all or most of the following functions and activities:

1. Visit pupils' homes (always with a specific purpose in mind, with a desire to strengthen the home life of the pupil and with a clear understanding of how the visit should proceed).
2. Communicate by letter and telephone (home visitation follow-up may require subsequent informational contacts).

3. Build a resource file of particular parent talents which might be used as a part of the school enrichment program.

4. Tactfully assist parents to improve physical conditions in their homes which affect the study and learning habits of pupils.

5. Arrange orientation meetings at school for parents of pupils who enter school during the school term.

6. Plan conferences for parents to discuss home and community problems. (These meetings would be in addition to scheduled home and school association meetings.)

7. Organize parent sponsors to take groups of children to various cultural enrichment functions.

8. Organize parent activities which would lead to cultural enrichment for the adults in the community.

9. Become familiar with the work and programs of community organizations, social agencies, church groups, and youth services in the school-community.

10. Become familiar with the services offered by the school. (Use the school services by referring parents to the appropriate school staff member.)

11. Become familiar with the goals of the Ford Project, the goals and philosophy of the school in which you are serving and the ways by which the school is attempting to implement these goals. (Be prepared to inform others of the school's work and develop channels whereby parents and community groups may participate with the school in achieving its goals.)

12. Devise, with the aid of the school team, procedures for keeping the faculty and community informed of the work of the school-community coordinator.

July 13, 1960